

Supporting AIG Learners and the SCOS

Differentiating Through Critical Thinking That Addresses the new SCOS

Presenter:

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Other Resources:

<http://www.criticalthinking.org/pages/strategy-list-35-dimensions-of-critical-thought/466>

<https://connectionsnc-wilkescountygiftedprogramproducts.wikispaces.com/>

Paul, R.W., Binker, A., & Weil, D. (1995). *Critical Thinking Handbook: K-3rd Grades : A Guide For Remodelling Lesson Plans in Language Arts, Social Studies, and Science*. Tomales, CA: Foundation for Critical Thinking.

Paul, R.W., Binker, A., & Weil, D. (1995). *Critical Thinking Handbook: 4th – 6th Grades : A Guide For Remodelling Lesson Plans in Language Arts, Social Studies, and Science*. Tomales, CA: Foundation for Critical Thinking.

Paul, R.W., Binker, A., & Weil, D. (1995). *Critical Thinking Handbook: 6th-9th Grades : A Guide For Remodelling Lesson Plans in Language Arts, Social Studies, and Science*. Tomales, CA: Foundation for Critical Thinking.

Paul, R.W., Binker, A., & Weil, D. (1995). *Critical Thinking Handbook: High School: A Guide For Remodelling Lesson Plans in Language Arts, Social Studies, and Science*. Tomales, CA: Foundation for Critical Thinking.

Supporting AIG Learners and the SCOS through Critical Thinking

OUTLINE FOR NOTES:

How has the Standard Course of Study changed?

What are characteristics of AIG learners that make their needs different?

How should we be differentiating the Standard Course of Study for AIG learners?

How will I present this to teachers in my school district?

35 STRATEGIES FOR DEVELOPING CRITICAL THINKING

Center for Critical Thinking: Sonoma State University

A. Affective Strategies

- S-1 thinking independently
- S-2 developing insight into egocentricity or sociocentricity
- S-3 exercising fair-mindedness
- S-4 exploring thoughts underlying feelings and feelings underlying thoughts
- S-5 developing intellectual humility and suspending judgment
- S-6 developing intellectual courage
- S-7 developing intellectual good faith or integrity
- S-8 developing intellectual perseverance
- S-9 developing confidence in reason

B. Cognitive Strategies - Macro-Abilities

- S-10 refining generalizations and avoiding oversimplifications
- S-11 comparing analogous situations: transferring insights to new contexts
- S-12 developing one's perspective: creating or exploring beliefs, arguments, or theories
- S-13 clarifying issues, conclusions, or beliefs
- S-14 clarifying and analyzing the meanings of words or phrases
- S-15 developing criteria for evaluation: clarifying values and standards
- S-16 evaluating the credibility of sources of information
- S-17 questioning deeply: raising and pursuing root or significant questions
- S-18 analyzing or evaluating arguments, interpretations, beliefs, or theories
- S-19 generating or assessing solutions
- S-20 analyzing or evaluating actions or policies
- S-21 reading critically: clarifying or critiquing texts
- S-22 listening critically: the art of silent dialogue
- S-23 making interdisciplinary connections
- S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
- S-25 reasoning dialogically: comparing perspectives, interpretations, or theories
- S-26 reasoning dialectically: evaluating perspectives, interpretations, or theories

C. Cognitive Strategies - Micro-Skills

- S-27 comparing and contrasting ideals with actual practice
- S-28 thinking precisely about thinking: using critical vocabulary
- S-29 noting significant similarities and differences
- S-30 examining or evaluating assumptions
- S-31 distinguishing relevant from irrelevant facts
- S-32 making plausible inferences, predictions, or interpretations
- S-33 giving reasons and evaluating evidence and alleged facts
- S-34 recognizing contradictions
- S-35 exploring implications and consequences

Jaggett.

The mayor stated that R. L. Dixon, formerly of the police force, who had been retired on account of disability, desired to keep a stand on Front and Dock streets, where the Syrians have had a stand. He said that upon complaint he had removed the stand kept by the Syrians, and he thought as they had been allowed to keep a stand there so long, it would be nothing but right to allow one of our own citizens to have a stand there. 9-9-1896 M

Alderman Von Glahn moved that the privilege be granted to Mr. Dixon, provided the stand be removed every Saturday night, as it was right under the windows of Mr. Linder's residence and loafers gathered on it on Sundays.

Alderman Gore said if it is to be removed on Saturday nights, all other stands should also be removed.

Alderman Von Glahn's motion was adopted, and the mayor instructed the market committee to attend to the matter of removing the stands on Saturday nights.

From the Writings of Christopher Columbus
As published in *Bartlett's Familiar Quotations*

Here the people could stand it no longer and complained of the long voyage; but the Admiral cheered them as best he could, holding out good hope of the advantages they would have. He added that it was useless to complain, he had come [to go] to the Indies, and so had to continue it until he found them, with the help of Our Lord.

October 10, 1492

When there are such lands there should be profitable things without number.

November 27, 1492

And I say that Your Highnesses ought not to consent that any foreigner does business or sets foot here, except Christian Catholics, since this was the end and the beginning of the enterprise, that it should be fore the enhancement and glory of the Christian religion, nor should anyone who is not a good Christian come to these parts.

November 27, 1492

I have come to believe that this is a mighty continent which was hitherto unknown. I am greatly supported in this view by reason of this great river [Ozama], and by this sea which is fresh.

Journal of the Third Voyage, May 30 –
 August 31, 1498

I have always read that the world, both land and water, was spherical, as the authority and researches of Ptolemy and all the others who have written on this subject demonstrate and prove, as do the eclipses of the moon and other experiments that are made from east to west, and the elevation of the North Star from north to south.

Letter to the Sovereigns on the Third
 Voyage, October 18, 1498

Your Highnesses have an Other World here, by which our holy faith can be so greatly advanced and from which such great wealth can be drawn.

Ibid

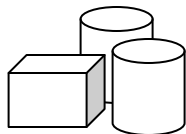
I should be judged as a captain who went from Spain to the Indies to conquer a people numerous and warlike, whose manners and religion are very different from ours, who live in sierras and mountains, without fixed settlements, and where by divine will I have placed under the sovereignty of the King and Queen our Lords, an Other World, whereby Spain, which was reckoned poor, is become the richest of countries.

Letter to Dona Juana de Torres, Oct, 1500 (coming from
 the Indies as a prisoner to Cadiz)

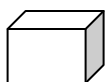
I came to serve you at the age of 28 and now I have not a hair on me that is not white, and my body is infirm and exhausted. All that was left to me and my brothers has been taken away and sold, even to the cloak that I wore, without hearing or trial, to my great dishonor.

Lettera Rarissima to the Sovereigns, July 7, 1503
 Fourth Voyage

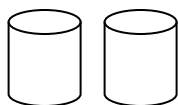
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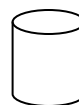


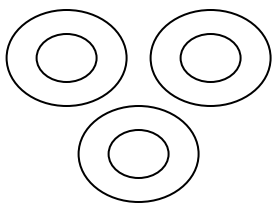
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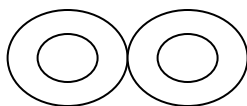
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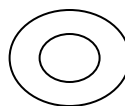


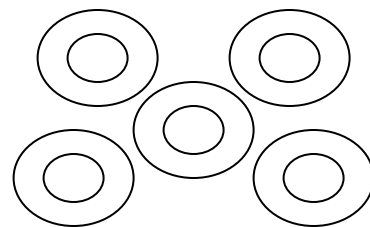


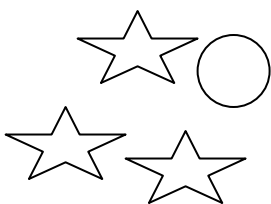
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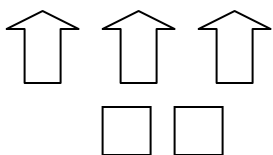
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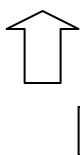
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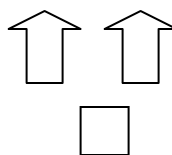


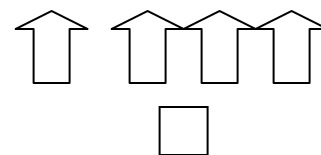


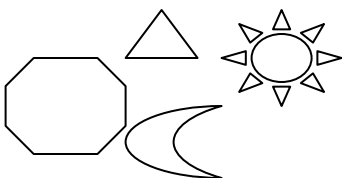
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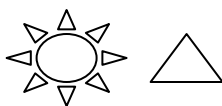
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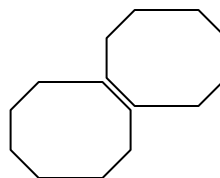




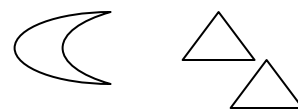
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$$3 \text{ [box]} + \text{[box]} + 21 = 27 ; \text{ THEREFORE, [box]} = \underline{\hspace{2cm}}$$

$$3 \heartsuit = 20 - 2 ; \quad \text{THEREFORE, } \heartsuit = \underline{\hspace{2cm}}$$

$$17 - \star = 7 \times 2 ; \quad \text{THEREFORE, } \star = \underline{\hspace{2cm}}$$

$$5 \text{ [hexagon]} - 2 \text{ [inverted triangle]} = 8 + 3 ; \text{ THEREFORE, [hexagon]} = \underline{\hspace{1cm}} \text{ and [inverted triangle]} = \underline{\hspace{1cm}}$$

$$8 \text{ [cylinder]} - 2 = 2 \times 11 ; \quad \text{THEREFORE, [cylinder]} = 9 - \underline{\hspace{2cm}}$$

$$30 - 10 + 4 \text{ (} = 40 ; \quad \text{THEREFORE, } 3 \text{ (} = \underline{\hspace{2cm}}$$

$$42 - 12 + 5 = 7 \text{ [pentagon]} ; \quad \text{THEREFORE, } 3 \text{ [pentagon]} + 5 = \underline{\hspace{2cm}}$$

$$54 \times 2 + 10 = 18 + 10 \text{ [triangle]} ; \text{ THEREFORE, [triangle]} = \underline{\hspace{2cm}}$$

DESIGNING A LESSON PLAN TO INFUSE CRITICAL THINKING FOR AIG LEARNERS

What would you have done “before” (typical questions, activities, organization)?

What critical thinking strategy might you be able to use?

How would you infuse that strategy? What questions, activities, or different organization would you employ?

How would you differentiate for AIG learners (more abstract, complex, advanced content, advanced level of thinking, sophisticated real life roles, sophisticated products)?

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TO A REAL THINKER:

Congratulations! You should celebrate because....

- __you got excited about thinking when it wasn't easy!**
 - __you thought about your answer before you gave it!**
 - __you shared your ideas with the rest of the class!**
 - __you came up with an idea that no one else had thought!**
 - __you listened well to someone who thought differently from you!**
 - __you gave good reasons for your ideas!**
 - __you thought a long time about something!**
 - __you asked a question we had not thought to ask!**
 - __you used interesting words!**
-

WAY TO GO!!

TO A REAL THINKER:

Congratulations! You should celebrate because....

- __you were willing to examine an issue from another's point of view!**
- __you showed concern for accuracy!**
- __you questioned the relevance of information!**
- __you used precise language!**
- __you thought about an answer before giving it!**
- __you got excited about what we were doing when it wasn't easy!**
- __you gave supporting reasons for your ideas!**
- __you were willing to change your mind!**
- __you asked a question we had not thought to ask!**
- __you came up with an idea that no one else thought!**
- __you demonstrated intellectual courage!**
- __you showed intellectual humility!**

WAY TO GO!!

**Common Core Standards: GRADE 8****Reading Standards for Informational Text: Integration of Knowledge and Ideas**

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Read the newspaper clipping marked as “READING #5” (begins “The mayor stated that...”).

1. What do you think that you could infer about the author of the newspaper article?
2. In your judgment, does the author of the article include any irrelevant information in the article? Why do you think that the information is irrelevant? Why might the author have included that information?
3. Even though there is very little evidence in the article, how *might* Alderman Von Glahn’s and Alderman Gore’s opinions differ? What were the concerns of each?

Common Core Standards: GRADE 8**Writing Standards: Text Types and Purposes**

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Assume that you have been hired as the lawyer for the Syrians whose stand (probably a fruit stand) has been removed from Front and Dock Streets. Write a letter to a judge giving your reasons for why they should be allowed to keep the stand. Mention at least 3 specific details from the newspaper article in your letter.